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ABSTRACT

Semi-structured telephone interviews were used to gather follow-up data on students who completed the 1977-1979 Morning Star cycle two program, a community-based Native teacher education program at the Blue Quills Native Education Centre leading to a Bachelor of Education degree from the University of Alberta. Of the 24 students who completed cycle two, 19 qualified for a conditional certificate. As of fall 1980, 8 students accepted full-time teaching positions, 6 of these on Indian reserves or Metis colonies in northern Alberta. Ten students took at least 1 year of further study toward their B.Ed. degree since completing cycle two. Five students accepted positions in areas other than education, and only one student was unemployed for any sustained period of time. Students contacted were almost unanimous in their belief that the program should continue. Findings supported the decision to extend the cycle three program from 2 to 3 years, for only 5 of the 19 students who qualified for conditional certification took advantage of this provision and accepted a teaching position without taking further university training. Students indicated the program benefitted them personally by providing training, improving employment opportunities, and increasing cultural awareness. Brief resumes of 24 students who completed cycle two and 6 who did not are included. (NEC)

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MORNING STAR CYCLE TWO

FOLLOW-UP STUDY

MORNING STAR NATIVE TEACHER EDUCATION PROGRAM

RC 013062

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MORNING STAR CYCLE TWO

FOLLOW - UP STUDY

Prepared by

Dr. L. V. Sloan

For Presentation To

The Board of Morning Star

November 1980

ACKNOWLEDGEMENTS

The assistance of Mrs. Maryann Bearhat in conducting numerous telephone interviews and in typing this report is gratefully acknowledged. The willingness of former Morning Star students to provide information contained in this report is also appreciated.

Morning Star is a Native teacher education program which provides the first three years of the Bachelor of Education degree from the University of Alberta. It is a community-based program jointly run by equal partners, the University of Alberta and its Faculty of Education on the one hand; and the Blue Quills Native Education Council and the Saddle Lake/Athabasca District Council of Chiefs on the other.

The first two cycles of Morning Star were two-year programs offered in their entirety at the Blue Quills Native Education Center. Cycle one began in September of 1975, while cycle two began in September of 1977. Cycle three, which began in 1979 is a three year program. Students who were admitted in September of 1979 will complete the first two years of their program at Blue Quills and the third year at the University of Alberta in Edmonton, while those admitted in September of 1980 will complete one year at Blue Quills and two years at the University before qualifying for certification.

Since its inception the Morning Star program has been the subject of several evaluation studies. The first such evaluation was conducted at the conclusion of the program's first year of operation.[1] Drs. R. Bryce and G. Mc Intosh of the University of Alberta's Department of Educational Administration examined the functionality and efficiency of the administrative and financial structures of the first year's operation in light of the objectives

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[1] Robert C. Bryce, and R. Gordon Mc Intosh, "The Administration of Project Morning Star," Unpublished Report, July 1976.

of the Project.[2] In addition, Dr. D. A. Mac Kay conducted an evaluation of the Project focussing specifically on academic quality.[3] In 1979 Dr. E. W. Ratsoy conducted an evaluation of the courses provided during the cycle two Morning Star program, 1977 - 1979.

In 1979 Dr. L. V. Sloan[4] conducted an evaluation of the cycle two program. This study served to collect summary information about student input variables and project finances; process variables including language skill development; cultural component activities, courses, and the practicum, ard a variety of output measures. Six implications for change were cited on the basis of this information.

In 1980 a follow-up study of cycle one students was conducted[5] to collect information regarding training received and employment obtained by cycle one students since completing Morning Star.

The purpose of the study described in this report was to determine what training cycle two students have taken and what employment they have gained since leaving the program and to

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[2] David A. Mac Kay, "Evaluation of Project Morning Star," Unpublished Report, July 1976.

[3] Eugene W. Ratsoy, "Project Morning Star Course Evaluation," Program Evaluation Report, Number 9, Faculty of Education University of Alberta, February 1980.

[4] Leroy V. Sloan, "Morning Star Cycle Two (1977 - 1979) Evaluation," Unpublished Report, 1980.

[5] Leroy V. Sloan, "Morning Star Alumni News," Unpublished Report, May 1980.

collect students' opinions relative to the desirability of continuing the project.

DATA COLLECTION

The data contained in this report were largely collected through the use of semi-structured telephone interviews. Interviewees were asked to provide a summary of the work they had engaged in and the training they had taken since leaving the Morning Star program. As well, they were asked whether the program should be continued and if so what benefit it had been to them personally. All but two of the twenty-three students who completed the two-year program were contacted directly. One such student was interviewed in person while the other one could not be contacted. Information about this student was obtained from his father.

Two students who were in the program for only a short period of time also could not be contacted.

ORGANIZATION

The data collected is organized into three sections. The first section contains a general summary of the jobs and training cycle two students have taken since leaving the Morning Star program. The second section contains brief resumes of individual students who completed the two year program, then of those who

did not complete the program. The final section contains reactions from students as to whether the Morning Star program should be continued, and how it has benefitted them personally.

GENERAL INFORMATION

Of the twenty-four individuals who completed cycle two, nineteen qualified for the conditional certificate. Eight of the nineteen have accepted a full-time teaching position since completing the program. In all but two cases, these individuals taught, or are teaching, on Indian reserves (Saddle Lake and Kehewin) or Metis colonies (Atikameg, Caslan, Kikino) in northern Alberta. Three of these eight students completed a third year of study at the University of Alberta before accepting a teaching position in the fall of 1980. One other individual has been hired as a teacher aide.

Ten students who successfully completed the cycle two program have subsequently taken at least one full year of further study toward their B. Ed. degree. Three others have taken courses on a part time basis.

Five students who completed cycle two have taken positions in areas other than education. Employers include: the Department of Social Services, the Alberta Communications Society, the Frog Lake Tribal Administration, the provincial government, and Alberta Transport.

Only one student has been unemployed for any sustained

period of time since completing cycle two.

STUDENTS WHO COMPLETED THE CYCLE TWO MORNING STAR PROGRAM

AUGER, JULIA

Following completion of the cycle two program, Julia accepted a position at Paddle Prairie School teaching grades three and four. Although Julia enrolled at the University of Alberta in September of 1980 circumstances precluded her continuing studies there. She plans to return to university in September of 1981 to complete the third year of the B. Ed. program.

BLAIR, JEAN MARIE

Jean enrolled at the University of Alberta following her successful completion of the Morning Star program. However, she withdrew in November of 1979 and accepted a position with Alberta's 75th Anniversary commission. In July of 1980 she accepted a position with Alberta Transport conducting research for air terminal building projects. She plans to return to the University of Alberta in September of 1981 to complete her program.

BRERTTON, MAVIS

Mavis has been teaching since completing the cycle two program. During the 1979 - 1980 school term she taught Cree at Racette and Glen Avon schools in St. Paul. She is presently teaching grade two at Onchiminahos School (Saddle Lake reserve). Mavis plans to enroll at the University of Alberta in September of 1981 to complete her B. Ed. degree.

BULL, LORRAINE

Lorraine continued her B. Ed. program at the University of Alberta during the first semester of the 1979 - 1980 academic year. For the second semester, she enrolled as a part-time student in the Morning Star cycle three porgram. From June to mid-August, Lorraine was employed as an assistant manager of the Goodfish Lake Sewing and Garment Company. She then accepted the position of social worker with the Social Services Department in St. Paul. She plans to return to Edmonton to complete her degree in the fall of 1981.

DUCHARME, GEORGINA

Since completing the Morning Star program, Georgina has been continuing her studies at the University of Alberta. She enrolled in summer courses in 1979, completed a year of studies during the 1979 - 80 academic year and is currently enrolled as a full-time student on campus.

GIROUX, DELORAS

Upon successful completion of the cycle two program, Deloras enrolled at the University of Alberta Edmonton campus in September 1979. As well, she worked part time during September and October as an Art specialist with the Edmonton Public School Board in their "Native Studies" program.

HOULE, DONNA

Upon successful completion of the cycle two program, Donna enrolled at the University of Alberta for the 1979 - 80 academic year. In September of 1980 she accepted a position at Onchiminahos School (Saddle Lake reserve) teaching grade one. She plans to re-enroll at the University of Alberta in the fall of 1981 to complete the requirements for her B. Ed. degree.

JACKSON, JOANNE

Prior to enrolling in the Morning Star program, Joanne completed some University level work at the University of Alberta and Brigham Young University. After completing the two-year cycle two program she transferred to the University of Alberta for the first semester of the 1979 - 80 academic year, completing the requirements for the B. Ed. degree. In January of 1980 she accepted a position at Onchiminahos School (Saddle Lake reserve) teaching grade three.

LABOUCAN, KATHLEEN

Kathleen completed a three-credit course at the University of Alberta during the summer of 1979 before moving to Nelson, B.C. where she enrolled for one semester at David Thompson University. During the summer of 1980 she completed a five-week driver training course in Edmonton before moving to Little Buffalo. She is presently working at home caring for her children. Kathleen plans to re-enroll at the University of Alberta in the fall of 1981 to complete her B. Ed. degree.

LABOUCANE, THERESE

During the 1979 - 80 academic year, Therese was enrolled as a part-time student in the Morning Star cycle three program completing 15 credits of work. In October of 1980 she secured a position with St. Paul Community Corrections as a probation officer.

LADEROUTE, BARBARA

Barbara has been employed by Northlands School Division as an elementary teacher at Atikameg's Sovereign School since completing the Morning Star program in 1979. She plans to teach one more year before going on campus for further training.

LARGE, MARTIN

Martin has been enrolled at the University of Alberta since completing the Morning Star program. He expects to complete all course requirements by December of 1980. The summer of 1979 was spent working at the Awasis Day Camp at Saddle Lake while the following summer was spent completing practicum requirements and taking a university course.

MELTING TALLOW, HAYDEN

Although Hayden completed the cycle two program he did not qualify for a conditional certificate. In September of 1979 Hayden enrolled in the Native Communications program at Grant Mc Ewan college, and graduated the following August. He is currently employed by the Alberta Native Communications Society (ANCS).

MOSES, FLORENCE

Florence has remained in the Saddle Lake area since completing the Morning Star program. During the months of June and July, 1979, she worked at the Saddle Lake cultural center as part of the student summer employment program. She then enrolled in the Ingham Reading program, a one month non-credit course offered at Lac La Biche. In September of 1979 Florence accepted a teaching position at Onchiminahos School on Saddle Lake reserve. She is currently in her second year there.

NANOOCH, ROD

Although Rod completed the two year program at Blue Quills he

did not qualify for a conditional certificate. From June 1979 to September 1980 Rod held several short-term jobs including firefighter and student summer employment worker. Presently he is employed by the Northlands School Division as a teacher aide at Garden River. He does not plan to complete the program.

OKEMAW, LAURA

Following successful completion of the cycle two program, Laura was employed by the Lesser Slave Lake Indian Regional Council for three and one-half months until university began in mid-September. She then enrolled at the University of Alberta and is currently working on the fourth year of her B. Ed. degree program.

OMINIYAK, PAULINE

Prior to entering Morning Star, Pauline successfully completed some university level courses through the University of Calgary and AVC Lac La Biche. Following completion of cycle two she worked as a district coordinator of student summer employment until September of 1979. She then enrolled at the University of Alberta and completed the requirements for her B. Ed. degree in August of 1980. Pauline accepted a position at CJ Schurter Elementary School in Slave Lake teaching grade one beginning September of 1980.

POITRAS, ROSEMARIE

Following completion of the cycle two program, Rose enrolled at the University of Alberta for the 1979 - 80 academic year. Medical problems have forced her to withdraw from university for this year, however, she plans to return to complete her B. Ed. degree in September of 1981.

QUINNEY, LARRY

Larry withdrew from several courses during the cycle two program. During the 1979 - 80 academic year, Larry enrolled as a part-time cycle three student successfully completing 12 credits of work. He plans to complete his grade 12 matriculation this year and does not intend to complete the teacher education program.

SINGER, CHARLES

Charles has been employed by the Frog Lake Tribal Administration since completing the Morning Star program in June of 1979. During

this time he has served as an assistant band administrator, a housing authority clerk and a cultural coordinator.

STANLEY, THOMAS

Thomas completed the two year program but did not qualify for a conditional certificate. During the 1979 - 80 academic year he enrolled in a course in heavy duty mechanics. He is presently unemployed.

THOMPSON, DARLENE (nee: WHITE)

Following her successful completion of the cycle two Morning Star program, Darlene accepted a position on Caslan Metis Colony teaching grade five for the 1979 - 80 school term. This year she is teaching playschool at Kikino Metis Colony. She does not plan to complete her degree.

WOOD, GISELE

Since completing the cycle two program, Gisele has been continuing her studies at the University of Alberta. She will complete the requirements for her B. Ed. degree in December 1980.

YOUNGCHIEF, LILLIAN

Lillian did not receive a conditional certificate at the conclusion of cycle two. From September 1979 to January 1980 she was employed as a student counsellor and from January to June 1980 she worked as a teacher aide at Kehewin School. Currently Lillian is teaching religion half days and is working in the library and assisting teachers the other half of the days. She plans to complete the B. Ed. program at the University of Alberta in a few years time.

STUDENTS WHO DID NOT COMPLETE THE CYCLE TWO MORNING STAR PROGRAM

ARCAND, CELINA

Family problems forced Celina to leave the program before the completion of the first year. She is presently employed as a school bus driver. She would like to return to complete her teacher training through Morning Star.

BRERTTON, ANGELIQUE

Angelique was not accepted to the B. Ed. degree program at the end of the first year as her GPA was not 5.0 or more. She worked for one semester as a Cree instructor at the St. Paul Regional High School. She is currently unemployed. She would like to re-enroll in the program if it were possible.

COURTRILLE, LEONA

Following completion of the first year of cycle two, Leona accepted a position with the provincial government. After one year she left this job to work for an oil rig as a second cook. She is presently employed as a payroll clerk with Native Counselling Services. She plans to become an accountant at some time in the future.

JOHN, VALERIE

Valerie enrolled in only one course in the cycle two program. She then transferred to the secretarial program offered at Blue Quills obtaining her clerk-steno certificate some ten months later. She is presently employed by the Kehewin Tribal Administration as a clerk-steno.

Mc GILLIVRAY, ALEX

Alex left the Morning Star program before the conclusion of the first year of cycle two. He subsequently returned to Peace River and resumed instructing in an adult education program. He is presently working for Petro-Canada as an operator in the gas plant in Paddle Prairie.

SWAREN, ELEANOR

After successfully completing one year of the cycle two program, Eleanor transferred to the Public Administration program offered through Athabasca University at Blue Quills. She has since completed a Liberal Arts program receiving her Bachelor of Arts degree from Athabasca University in June of 1980.

STUDENT INPUT REGARDING CONTINUATION OF THE PROJECT

All but one of the cycle two students contacted strongly endorsed continuation of the Morning Star program. In so doing, however, six students offered suggestions on how the program might be altered.

Respondents felt the program had helped them in a variety of ways. These included the following:

(1)...has given me independence, recognition and a better paying job.

(2)...has helped me achieve my goal to be a teacher.

(3)...has increased my knowledge and given me more confidence in myself.

(4)...I now have a job close to home.

(5)...the History courses taken helped me learn more about Canadian and American Indians. I also gained a better understanding of Indian culture.

(6)...Blue Quills is close to home therefore I had an opportunity to complete my studies while remaining at home.

(7)...has opened a couple doors which otherwise would not have been open.

(8)...has provided teacher training needed and has shown me that there is more to teaching than I at first thought.

(9)...has helped me personality wise. My ideas have changed a great deal. I am looking forward to obtaining a decent job.

(10)...has helped me achieve my goal to be a teacher.

(11)...provided the encouragement needed for me to go on.

(12)...has helped me get a job.

(13)...helped me to get into University earlier than otherwise would have been possible.

(14)...has increased my knowledge of Indian people and my understanding of the problems faced by Indian people. I felt I learned many good things about Indian people and that helped me to understand things I did not understand before.

(15)...provided me with a start in education I otherwise would not have had.

(16)...helped me attain my goal to become a teacher.

(17)...has given me a basic understanding of how to relate to children through taking psychology and sociology courses. The program has also helped me job-wise.

(18)...has given me an insight into what is going on in the outside world and how I can help my own people once I get an education.

(19)...helped allay fears I could not do this level of work.

(20)...has helped me to speak in public.

(21)...has helped me understand the problems that native children face.

Suggestions for change given by respondents included:

(a) Offering the third and fourth years at Blue Quills (2)

(b) Offering the program at Grouard (2)

(c) Offering the program closer to home.

(d) Emphasizing the Language program rather than the Social Studies program.

The final suggestion has in part been addressed as the cycle three project follows the generalist approach rather than having students take a Social Studies major.

One respondent felt that the program should not continue because it, "segregates the native people on campus and gives them a bad reputation." She also felt the program operated with limited resources.

SUMMARY AND CONCLUSIONS

Of the thirty-three students who enrolled in the cycle two Morning Star program nineteen have qualified for a conditional certificate. To date eight of those who completed the program have accepted full time teaching positions, six of these on Indian reserves or Metis colonies in northern Alberta. Ten students have taken at least one year of further study toward their B. Ed. degree since completing cycle two. Five students have taken positions in areas other than education. Only one student who completed the two year program has been unemployed for any sustained period of time.

Students contacted were almost unanimous in their belief that the program should continue. Only one respondent stated otherwise.

Cycle one students indicated a variety of ways in which the program had benefitted them personally. Generally these related to the provision of training, improved employment opportunities, personal development, and increased cultural awareness.

A limited number of students (six) provided suggestions as to how the program might be altered. All but one of these reinforced the desirability of the field center concept. The other dealt with a curricular concern.

The findings of this follow-up study provide support for the recent decision of the Board of Morning Star to extend the cycle three program from two to three years. Only five of the nineteen students who qualified for conditional certification took advantage of this provision and accepted a teaching position without taking further University training.

Although the project was not designed to prepare students for employment other than teaching, the relative ease all but one of those completing the program have had obtaining suitable employment suggests one of two things. Either the screening process which involves an examination of students' prior work record and formal training and which strives to select students who have evidenced perseverence and motivation in addition to certain academic abilities is relatively effective, or the program provides training deemed valuable by others.